

## Redcliffe Elementary

6741 Atomic Road  
Aiken, South Carolina 29803

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	748 Students	
<b>Principal</b>	Teresa L. Pope	803-827-3350
<b>Superintendent</b>	Dr. Linda B. Eldridge	803-641-2428
<b>Board Chair</b>	Dr. John B. Bradley	803-641-8431

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	66	10	1

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

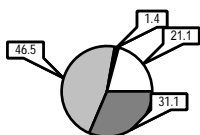
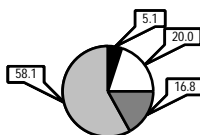
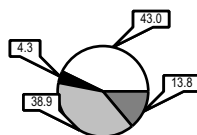
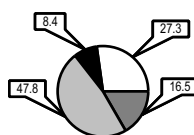
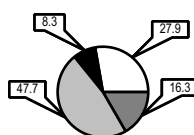
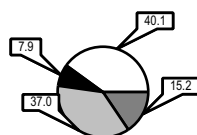
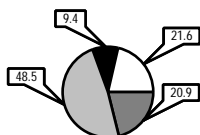
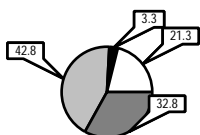
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	398	99.8	20.9	46.6	31.2	1.4	45.0	Yes	Yes
<b>Gender</b>									
Male	199	99.5	26.1	46.2	26.6	1.1	39.7		
Female	199	100.0	15.7	47.0	35.7	1.6	50.3		
<b>Racial/Ethnic Group</b>									
White	216	99.5	16.3	45.4	36.2	2.0	51.0	Yes	Yes
African American	166	100.0	27.7	46.5	25.2	0.6	37.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	8.3	66.7	25.0	0.0	41.7	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	366	99.7	17.8	47.8	32.9	1.5	47.2		
Disabled	32	100.0	53.1	34.4	12.5	0.0	21.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	397	99.8	20.7	46.7	31.3	1.4	45.1		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	391	99.7	20.8	46.6	31.2	1.4	45.2		
<b>Socio-Economic Status</b>									
Subsidized meals	251	100.0	26.7	47.0	26.3	0.0	36.6	Yes	Yes
Full-pay meals	147	99.3	10.9	46.0	39.4	3.6	59.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	398	100.0	20.0	58.1	16.8	5.1	44.6	Yes	Yes
<b>Gender</b>									
Male	199	100.0	22.7	56.2	15.7	5.4	44.3		
Female	199	100.0	17.3	60.0	17.8	4.9	44.9		
<b>Racial/Ethnic Group</b>									
White	216	100.0	15.7	53.8	23.4	7.1	53.8	Yes	Yes
African American	166	100.0	26.4	61.0	10.1	2.5	32.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	8.3	91.7	0.0	0.0	58.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	366	100.0	15.4	61.2	17.8	5.6	47.3		
Disabled	32	100.0	68.8	25.0	6.3	0.0	15.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	397	100.0	19.8	58.3	16.8	5.1	44.7		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	391	100.0	19.9	57.9	16.9	5.2	44.8		
<b>Socio-Economic Status</b>									
Subsidized meals	251	100.0	24.6	59.1	13.4	3.0	36.2	Yes	Yes
Full-pay meals	147	100.0	12.3	56.5	22.5	8.7	58.7		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	398	100.0	43.0	38.9	13.8	4.3	18.1
<b>Gender</b>							
Male	199	100.0	42.2	42.7	11.9	3.2	15.1
Female	199	100.0	43.8	35.1	15.7	5.4	21.1
<b>Racial/Ethnic Group</b>							
White	216	100.0	36.5	39.1	17.3	7.1	24.4
African American	166	100.0	52.2	37.7	8.8	1.3	10.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	25.0	50.0	25.0	0.0	25.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	366	100.0	40.2	41.1	14.2	4.4	18.6
Disabled	32	100.0	71.9	15.6	9.4	3.1	12.5
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	397	100.0	42.8	39.0	13.8	4.3	18.2
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	391	100.0	42.6	39.1	13.9	4.4	18.3
<b>Socio-Economic Status</b>							
Subsidized meals	251	100.0	50.0	38.8	8.6	2.6	11.2
Full-pay meals	147	100.0	31.2	39.1	22.5	7.2	29.7

<b>Social Studies</b>							
All Students	398	100.0	27.3	47.8	16.5	8.4	24.9
<b>Gender</b>							
Male	199	100.0	29.2	48.1	14.6	8.1	22.7
Female	199	100.0	25.4	47.6	18.4	8.6	27.0
<b>Racial/Ethnic Group</b>							
White	216	100.0	20.3	47.2	20.8	11.7	32.5
African American	166	100.0	35.8	47.8	11.9	4.4	16.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	25.0	58.3	8.3	8.3	16.7
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	366	100.0	25.1	48.2	17.8	8.9	26.6
Disabled	32	100.0	50.0	43.8	3.1	3.1	6.3
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	397	100.0	27.1	48.0	16.5	8.4	24.9
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	391	100.0	27.0	47.8	16.7	8.5	25.1
<b>Socio-Economic Status</b>							
Subsidized meals	251	100.0	33.6	50.0	11.6	4.7	16.4
Full-pay meals	147	100.0	16.7	44.2	24.6	14.5	39.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	136	100.0	7.5	35.8	50.0	6.7	56.7
	4	140	99.3	8.3	51.1	40.6	N/A	40.6
	5	144	100.0	20.1	59.0	20.1	0.7	20.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	131	100.0	13.6	27.1	55.1	4.2	59.3
	4	134	99.3	32.3	45.7	22.0	0.0	22.0
	5	133	100.0	16.1	66.1	17.7	0.0	17.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	136	100.0	17.9	57.5	20.9	3.7	24.6
	4	140	100.0	14.9	57.5	20.9	6.7	27.6
	5	144	100.0	20.9	48.9	20.1	10.1	30.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	131	100.0	16.9	60.2	17.8	5.1	22.9
	4	134	100.0	27.3	47.7	21.1	3.9	25.0
	5	133	100.0	15.3	66.9	11.3	6.5	17.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	131	100.0	37.3	41.5	21.2	0.0	21.2
	4	134	100.0	46.9	32.8	14.8	5.5	20.3
	5	133	100.0	44.4	42.7	5.6	7.3	12.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	131	100.0	17.8	42.4	22.9	16.9	39.8
	4	134	100.0	31.3	53.1	13.3	2.3	15.6
	5	133	100.0	32.3	47.6	13.7	6.5	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 748)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.9%	Down from 5.5%	3.7%	3.0%
Attendance rate	95.9%	Up from 95.5%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%	Down from 2.6%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Down from 1.9%	3.4%	3.2%
Eligible for gifted and talented	16.9%	Down from 17.4%	11.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.8%	Up from 3.7%	8.9%	8.2%
Older than usual for grade	2.9%	Down from 3.0%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.1%	0.0%	0.0%
<b>Teachers (n= 53)</b>				
Teachers with advanced degrees	47.2%	Up from 40.0%	51.4%	52.6%
Continuing contract teachers	94.3%	Down from 98.2%	85.0%	83.3%
Highly qualified teachers	96.1%	No change	94.4%	93.5%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.4%	Down from 88.5%	87.3%	87.0%
Teacher attendance rate	95.0%	Up from 94.7%	95.0%	95.0%
Average teacher salary	\$42,372	Up 4.7%	\$41,347	\$41,703
Prof. development days/teacher	16.0 days	Up from 11.9 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 19.9 to 1	18.4 to 1	18.8 to 1
Prime instructional time	94.3%	Up from 88.2%	89.4%	89.8%
Dollars spent per pupil*	\$5,686	Up 0.1%	\$6,017	\$6,242
Percent of expenditures for teacher salaries*	66.4%	Down from 66.6%	64.6%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.5%	Up from 96.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-2005 school term was a year of productivity marked by an emphasis on sharing and team-building. We worked hard on becoming a "Community of Learners." Working together as a united group - teachers, staff, parents, community members, and students - we looked for ways to make our school better. More opportunities for communicating a shared vision were made possible through parent workshops, staff development activities, conference attendance, common planning times, family nights, morning coffee meetings, PTO-sponsored events, and an abundance of home/school communication. Students were challenged to think of their role in the school, community and the world (adopting a school in San Matias in the Dominican Republic). Our teacher of the Year, Cathy Martin, was named Aiken County's Teacher of the Year and spearheaded our efforts to support the school in San Matias, which has limited resources. Overall the year has been one of progress and pride.

Resource materials to support the staff development plan were made available to every teacher. A year-long plan of professional growth was developed based on needs identified through surveys. Book talks became a major component of faculty meetings and we all benefited from sharing ideas that were innovative. The strength of the staff was our best tool. We were able to learn from each other and engage in productive dialogue due to our goal of developing a learning community.

Our literacy program continued to impact all areas of the curriculum. Our literacy coach, Catherine Hamilton, conducted study groups for teachers at all levels introducing them to a variety of strategies and "Best Practices." This provided another avenue for continuous growth in instructional practices.

Redcliffe Elementary was recognized as a "Red Carpet School" in 2004. We see this honor as an incentive to consistently make our school a family friendly environment with everyone working together. Parents and community members were invited to events throughout the year to enhance the school program.

Students at Redcliffe are reminded of the relevance of their education and provided with meaningful character building lessons in the form of guidance classes, clubs, and morning/evening announcements. The administrators post daily motivational and inspirational messages, which encourage academic success, wise decision making, and positive peer relations.

Together, with a shared vision, we are making progress and striving for excellence.

Teresa L. Pope, Principal  
Henderson Phiniezy, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	48	125	58
Percent satisfied with learning environment	84.8%	89.1%	89.7%
Percent satisfied with social and physical environment	85.1%	83.3%	84.5%
Percent satisfied with school-home relations	61.7%	92.4%	84.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.